**Session Planning: Empowering Students to Help Themselves**

**Fall 2012 Vet Training Workshop**

Thursday August 23, 2012

**Materials**: : Leader workshop agenda with notes space, Session room signs (Goal, Study Skills, Parking Lot), Flip Charts, markets, revised session plan examples (2 sets of 5), revised dependency cycle hand out, and blank revised session plan.

**Goals:**

1. Introduce vet leaders to the revised session plan
2. Ensure that vet leaders understand how their planning & facilitation can either empower or enable the dependency cycle.
3. Learn how to:
   1. Utilize the **session room signs** (Goals, Study Skills, Parking Lot)
   2. Identify planning and facilitation problems that enable the student’s dependency on the leader.
   3. Create a **transparent learning** plan that results in students having a clear understanding of how your session has helped them obtain specific study skills
4. Develop a discipline specific session plan that can be utilized during the first week of sessions

* **Written agenda points on the board/ Post it & verbalize.** (Post session signs to set the room-Goals, Study Skills, Parking Lot)

**Introduction:** (10 Min)

1. Revamped Session Plans

* Explain why changes were made (student, leader, and observation feedback)
* To improve transparency of goals, purpose, and planning

1. Reintroduce dependency cycle with renewed attention on the leader’s role in it.

* What is the dependency Cycle
* Enabling vs. Empowering/ define
* Enabling vs. Empowering/ what do these behaviors look like (schema activation)
* Why is this important to break?
* How are you going to empower the students to take charge of their learning? *(study groups & collaboration with peers, resource seeking, study skill development- study smarter)*

**Activity#1:** (40 minutes)

Revising your plan – Jigsaw / Poster Group Relay

* Divide the group into six smaller groups. Each group will be given 3 example session plans containing at least one wrong or missing component and a post session evaluation written by a frustrated leader.
* Give the groups a few minutes to read & evaluate the plans and make corrections and suggestions to improve this plan.
* Each group will only have a few minutes to write down 1) one problem and 2) **one** potential solution to address the problem. Each group will rotate and write their identified problem and solution on the designated flipchart post it around the room.

*(3 Groups will go on one side of the room and 3 groups will go on the other side. Each set of 3 will rotate through the 3 session plans on their respective side of the room. Remind the group to leave room for the next group to write their problems & solutions after them)*

* When complete, each group will present the collective groups’ session plan’s problems and solutions.

*(It’s ok if each group can’t identify a new problem, the goal is to challenge the leaders to develop multiple solutions and reinforce the power of collaboration!)*

**Activity #2:** (20 min)

Creating a new session plan - Clusters

* Divide groups by discipline *(we can do this ahead of time using the attendance list).*
* Each group will develop a full session plan present to the entire group when complete.
  + 10 minutes to plan/10min to present

*(Facilitator Note: We want to let them know why we are doing this activity. Not only to work with the revised plan but we also take their feedback seriously - the leaders asked for more disciplined specific examples & sharing of ideas in their focus group feedback. This is how we evaluate our processes, their needs, and improve!)*

**Closing:** (5 min)

1. Self Reflection Activity - Individual

Using the space provided on the leader copy of the agenda/plan, ask the leaders to individually reflect and answer the following questions. When complete, ask for 1 or 2 volunteers.

*(Facilitator Note: We don’t want to force someone to share, but it’s important to emphasize that learning is an ongoing process. The first step is to identify what you want to change, make that change, and re-evaluate.)*

* What are some examples of how you might have enabled students’ dependency with either your planning or facilitation?
* What are some actions you can take with your planning and facilitation to empower your students to develop strong study skills?

1. *Quiz the group about when & where they return to finish training? (Friday-tomorrow 9am sharp! MB 0.106)*

**Workshop Evaluation** (5 min): Distribute workshop evaluations & collect